

25 August 1981

DD/A Registry

21-1817

MEMORANDUM FOR: Director
Office of Training and Education

FROM : Deputy Director
National Foreign Assessment Center

SUBJECT : Training of NFAC Career Trainees

DD/A REGISTRY

FILE: Training-3-1

1. I have reviewed the outline of the proposed analytical training for NFAC Career Trainees and find the program logical and comprehensive. I am impressed by the step-by-step approach to analysis that the program embodies as well as the opportunities provided for various analytical exercises and computer usage. I like the idea of a student research paper; it gives focus to the program and provides a way in which the trainees can apply some of the knowledge they acquire. My staff will be able to assist you in developing topics for this part of their training and in reviewing student papers. We will make every effort to provide a vehicle for publishing these papers in some form.

2. I realize that your staff still faces the difficult task of developing the details of this training program. NFAC is ready to assist you in that effort and to that end I am appointing an advisory panel that you can call upon for guidance. The panel will be composed of seasoned analysts from all major NFAC production offices, most of whom are former Career Trainees and are interested in working on this project. Their names and extensions are contained in the attachment. As time passes, I may add a few more people to this group.

3. As you know, NFAC is undergoing a major reorganization--one that will have a great impact on the way we do our analysis. It is not clear at this point what impact these changes will have on the training that we provide new analysts. I think that it may be some time before we will be in a position to determine what our future training needs will be for CTs, as well as other employees. Whatever evolves, I do not think that it will change the general approach to analysis training for our Career Trainees that you have outlined in your memo. However, some adjustments may be necessary, and the advisory panel will be able to alert you to these needs.



R. E. Hineman

Attachment
As Stated

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ANALYSIS TRAINING COURSE OUTLINE FOR NFAC CAREER TRAINEES

PHASE I - Introduction

Agency/NFAC Historical Perspective
Philosophy of Intelligence Analysis
Professionalism
Feedback by Psychological Services (Individual cognitive styles and work preferences)
Overview of the Various NFAC Art Forms: NID, PDB, Spot Commentaries, Imagery Reports, Biographics, Typescripts, Estimates, IAs, IMs, etc.
Producer Consumer
Introduction of Student Problem for Eventual Publication (See memo)

PHASE II - How to Gather Data (Research, analysis, and analytical support systems)

Review of Collection Systems: (Includes trips to major collection centers--State, NSA, NMIC, NPIC, etc.)
ELINT
SIGINT
Imagery
HUMINT
Others
Other Information Resources: (Students will seek to acquire material for their assigned problem)
State Reporting
DIA/Military
INR
OCR and OCO
Other NFAC Offices
Use of Computers to Gather Data: SAFE, SOLIS, COINS, etc.

PHASE III - How to Do Analysis

Types of Analysis and Approaches to Problems: (Interspersed throughout with analytical exercises)
Use of Computers to Assist in Analysis, Introduction to VM, Script, etc.
Defining the Problem
Principles of Logic
Intuitive Analysis
Quantitative Analysis
Other Analytical Methods
Imagination and Creativity
Mind Sets and Biases
Group Problem Solving/Interdisciplinary Analysis
Gathering Additional Data
Surveying the Community (Developing inside/outside contacts)

PHASE IV - How to Write Reports

Basic Writing
Use of Computer in Drafting
Elements of NFAC Style
Editor's Dos and Don'ts
Writing Exercises:
 Biographic Report
 Spot Commentary
 Staff Note
 NID
 PDB Writing/Including Discussion of PDB Concept for
 Longer Articles
 Feature
 Typescript Memo
 Key Judgements for an Estimate
 Simulated Production Meetings, Coordination Sessions,
 and Editorial Review of Student Drafts.

PHASE V - How to Present Information

Targetting the Audience:
 The NFAC Production Process (Shepherding your article
 through)
 Use of Graphics
 Video Recorders
Oral Briefing Techniques:
 Quick Response for Office Chief, etc.
 U.S. and Foreign Officials
 TDY Briefings
Written Briefings:
 DCI Briefings
 Congressional
Effective Debriefing:
 Returning Ambassadors
 DDO Officers
 TDYs Provide Opportunity to Collect Information Through
 Interviews (i.e., Debriefing)
Exercises:
 Country Briefing for Outgoing Ambassador (Use of State
 officers)
 Quick Response Briefing for Office Chief
 Debriefing Returning Reports Officer (Use of DDO officers)
 Written Briefing for DCI

PHASE VI - Student Evaluation, Discussion, and Feedback

In addition to the above skills, what else contributes to the making of a good analyst and a successful career in NFAC?

How can the student realize the maximum benefits they will be receiving for their CT futures as well as career assignments from this training?

Student appraisal of the Analysis Training Course and suggestions for making it better.

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 ROUTING AND TRANSMITTAL SLIP Date 28 Aug 1981

TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. EXO/DDA -- 7D-18 Hqs	<i>gm</i>	31 AUG 1981
2. ADDA	<i>H</i>	9-1
3. DDA	<i>D</i>	1 SEP 1981
4.		
5.		

Action	File	Note and Return
Approval	For Clearance	Per Conversation
As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
Comment	Investigate	Signature
Coordination	Justify	

REMARKS

Attached for your information.
 Referenced outline for proposed
 analytical training for NFAC CTs
 also attached.

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